

Stono Park Elementary

1699 Garden St.
Charleston, SC 29407

Grades	PK-4 Elementary School	
Enrollment	304 Students	
Principal	Ruth B. Taylor	843-763-1507
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	33	73	18

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Unsatisfactory	Yes
2004	Excellent	Good	Yes
2005	Good	Below Average	Yes
2006	Average	Unsatisfactory	Yes

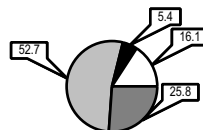
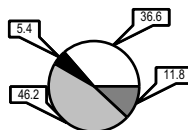
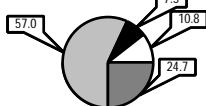
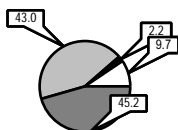
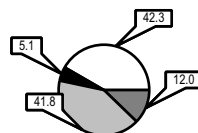
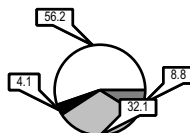
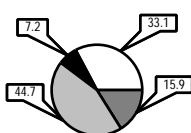
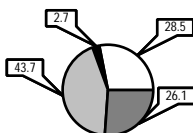
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	103	99.0	9.7	43.0	45.2	2.2	64.5	Yes	Yes
Gender									
Male	59	98.3	7.8	41.2	49.0	2.0	70.6	N/A	N/A
Female	44	100.0	11.9	45.2	40.5	2.4	57.1	N/A	N/A
Racial/Ethnic Group									
White	17	100.0	7.1	35.7	50.0	7.1	71.4	I/S	I/S
African American	84	98.8	10.1	44.3	44.3	1.3	63.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	89	100.0	9.9	44.4	43.2	2.5	64.2	N/A	N/A
Disabled	14	92.9	8.3	33.3	58.3	0.0	66.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	103	99.0	9.7	43.0	45.2	2.2	64.5	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	101	99.0	9.7	43.0	45.2	2.2	64.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	82	98.8	10.7	45.3	42.7	1.3	60.0	Yes	Yes
Full-pay meals	21	100.0	5.6	33.3	55.6	5.6	83.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	103	99.0	10.8	57.0	24.7	7.5	54.8	Yes	Yes
Gender									
Male	59	98.3	2.0	60.8	25.5	11.8	58.8	N/A	N/A
Female	44	100.0	21.4	52.4	23.8	2.4	50.0	N/A	N/A
Racial/Ethnic Group									
White	17	100.0	14.3	21.4	35.7	28.6	85.7	I/S	I/S
African American	84	98.8	10.1	63.3	22.8	3.8	49.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	89	100.0	11.1	54.3	25.9	8.6	55.6	N/A	N/A
Disabled	14	92.9	8.3	75.0	16.7	0.0	50.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	103	99.0	10.8	57.0	24.7	7.5	54.8	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	101	99.0	10.8	57.0	24.7	7.5	54.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	82	98.8	10.7	61.3	21.3	6.7	52.0	Yes	Yes
Full-pay meals	21	100.0	11.1	38.9	38.9	11.1	66.7	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	103	100.0	36.6	46.2	11.8	5.4	17.2
Gender							
Male	59	100.0	29.4	49.0	17.6	3.9	21.6
Female	44	100.0	45.2	42.9	4.8	7.1	11.9
Racial/Ethnic Group							
White	17	100.0	28.6	35.7	21.4	14.3	35.7
African American	84	100.0	38.0	48.1	10.1	3.8	13.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	89	100.0	37.0	45.7	11.1	6.2	17.3
Disabled	14	100.0	33.3	50.0	16.7	0.0	16.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	103	100.0	36.6	46.2	11.8	5.4	17.2
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	101	100.0	36.6	46.2	11.8	5.4	17.2
Socio-Economic Status							
Subsidized meals	82	100.0	40.0	46.7	8.0	5.3	13.3
Full-pay meals	21	100.0	22.2	44.4	27.8	5.6	33.3

Social Studies							
All Students	103	100.0	16.1	52.7	25.8	5.4	31.2
Gender							
Male	59	100.0	7.8	58.8	27.5	5.9	33.3
Female	44	100.0	26.2	45.2	23.8	4.8	28.6
Racial/Ethnic Group							
White	17	100.0	14.3	28.6	42.9	14.3	57.1
African American	84	100.0	16.5	57.0	22.8	3.8	26.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	89	100.0	17.3	51.9	24.7	6.2	30.9
Disabled	14	100.0	8.3	58.3	33.3	0.0	33.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	103	100.0	16.1	52.7	25.8	5.4	31.2
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	101	100.0	16.1	52.7	25.8	5.4	31.2
Socio-Economic Status							
Subsidized meals	82	100.0	16.0	57.3	22.7	4.0	26.7
Full-pay meals	21	100.0	16.7	33.3	38.9	11.1	50.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	49	100.0	2.2	35.6	55.6	6.7	62.2
	4	53	100.0	18.0	50.0	32.0	0.0	32.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	98.1	2.1	39.6	56.3	2.1	58.3
	4	49	100.0	17.8	46.7	33.3	2.2	35.6
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	49	100.0	11.1	42.2	37.8	8.9	46.7
	4	53	100.0	14.0	52.0	26.0	8.0	34.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	98.1	2.1	58.3	31.3	8.3	39.6
	4	49	100.0	20.0	55.6	17.8	6.7	24.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	49	100.0	35.6	51.1	11.1	2.2	13.3
	4	53	100.0	52.0	32.0	12.0	4.0	16.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	100.0	29.2	54.2	10.4	6.3	16.7
	4	49	100.0	44.4	37.8	13.3	4.4	17.8
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	49	100.0	13.3	42.2	24.4	20.0	44.4
	4	53	100.0	22.0	60.0	12.0	6.0	18.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	100.0	8.3	52.1	37.5	2.1	39.6
	4	49	100.0	24.4	53.3	13.3	8.9	22.2
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 304)				
First graders who attended full-day kindergarten	96.4%	Down from 100.0%	100.0%	100.0%
Retention rate	3.9%	Up from 2.2%	3.9%	2.8%
Attendance rate	97.2%	Up from 96.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.0%	Down from 7.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.0%	Down from 6.9%	0.0%	0.0%
Eligible for gifted and talented	2.8%	Down from 3.8%	5.6%	10.4%
On academic plans	35.4%	N/AV	46.6%	33.6%
On academic probation	N/A	N/AV	0.4%	1.0%
With disabilities other than speech	1.9%	Down from 6.9%	7.6%	7.5%
Older than usual for grade	1.5%	Down from 1.9%	1.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	58.3%	Up from 52.2%	51.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	3.2%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.4%	Up from 83.3%	86.1%	87.3%
Teacher attendance rate	94.9%	Down from 96.1%	94.7%	94.9%
Average teacher salary	\$41,059	Up 1.6%	\$41,533	\$42,485
Prof. development days/teacher	14.2 days	Up from 10.3 days	13.5 days	13.3 days
School				
Principal's years at school	1.0	Down from 16.0	5.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Down from 16.6 to 1	17.0 to 1	18.6 to 1
Prime instructional time	90.7%	Down from 92.1%	89.2%	89.7%
Dollars spent per pupil*	\$6,897	Up 15.8%	\$7,038	\$6,557
Percent of expenditures for teacher salaries*	54.9%	Down from 71.7%	62.8%	64.0%
Percent of expenditures for instruction*	70.5%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stono Park Elementary received the high honor of being recognized as a 2005 No Child Left Behind National Blue Ribbon School. We were also recognized for the fourth consecutive year by the Education Oversight Committee for our accomplishments in closing the achievement gap for historically underachieving students. Our 2005 scores revealed that we continue to have fewer students score below basic in ELA and Math when compared to the average in the county and the state.

While we are proud of our accomplishments, we recognize that the absolute and improvement rating indices on the state report card are increasing steadily towards the 2014 goal of 100% of students scoring proficient or advanced in all subjects. We also recognize the fact that the weightings for science and social studies have increased from 15% to 20% this year.

We have continued to implement the county's Coherent Curriculum using research-based best practice instruction in all areas. Using our MAP (Measures of Academic Progress) data, we have differentiated our math instruction according to the strands. Students' needs on all levels are addressed, from below basic to advanced.

In addition, we have increased our focus on science and social studies by providing additional support and reinforcement of standards through our special area programs. Additional remedial and enrichment help is offered through our parallel block schedule, SuccessMaker CAI lab, Reading Recovery, inclusion services, and Star Learner programs.

Just as important as academics to Stono Park is our Blue Ribbon Kids for Character program. Lifelong guidelines and positive character traits are stressed daily and are an expectation for students as well as our faculty and staff.

Ruth B. Taylor, Principal
Pauline Nelson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	48	35
Percent satisfied with learning environment	100.0%	91.1%	94.3%
Percent satisfied with social and physical environment	100.0%	87.2%	94.3%
Percent satisfied with school-home relations	89.5%	89.4%	94.1%

*Only students at the highest elementary school grade level at this school and their parents were included.